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INSIDE WE TOGETHER



About We Together	3
Part One	4
Part Two	6
Celebrating Differences	7
Celebrating Similarities	9
Celebrating Unity	11
Part Three	13
Prejudice	14
Stereotyping	16
Discrimination	18
Breaking Barriers	19
We Together Report Form	20

ABOUT WE TOGETHER



The “We Together” Patch Packet Series provides girls with a unique opportunity to explore the diversity of the world around them. This packet is divided into three parts. Part one is a required introduction for girls to complete before they start working on activities found in parts two and three. Part two and three have patches that may be purchased after completing the recommended number of activities. As a whole, “We Together” will give the girls insight on themselves, their friends, and the entire global community.

1

We Together Part One: Introduction to Togetherness

Requirement:

Read and discuss a story that centers around the themes of diversity.

2

We Together Part Two: Aspects of Diversity (Patch Available)

Requirements:

Complete We Together Part One

Complete six activities, with at least one activity from each topic.

Topics for Part Two:

Celebrating Differences

Celebrating Similarities

Celebrating Unity

3

We Together Part Three: Issues of a Diverse People (Patch Available)

Requirements:

Complete We Together Part One and Two

Complete six activities, with at least one activity from each topic.

Topics for Part Three:

Prejudice

Stereotyping

Discrimination

Breaking Barriers



We Together Part One: Introduction to Togetherness

Requirement:
Read and discuss a story that centers around the themes of diversity.

Introduction to Togetherness

Requirement:

Read and discuss a story that centers around the themes of diversity.

For part one, individuals and groups may find their own stories or fables that teach about the themes of diversity. After reading the book, create at least three discussion questions to explore as a group. Leaders or advisors should act as guides for the discussion.

Two suggestions for this activity are two Dr. Seuss books that both explore the theme that prejudices can be costly. Acceptance of differences is also key message of both stories.

Daisy/Brownie Level:

Dr. Suess, "The Sneetches," found in The Sneetches and Other Stories (New York: Random House). © 1961, 1989.

ISBN: 0394900898, or
0394800893

Anne Arundel County
Public Library Call # JP (S)
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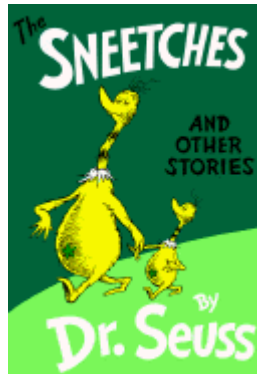
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<http://www.harf.lib.md.us>

Howard County Public Library Call # E Se
<http://www.howa.lib.md.us>



Junior/Cadette/Senior Level:

Dr. Suess, The Butter Battle Book (New York: Random House). © 1984.

ISBN: 0394965809,
0394865804, or
0394867165

Anne Arundel County
Public Library Call # JP (S)
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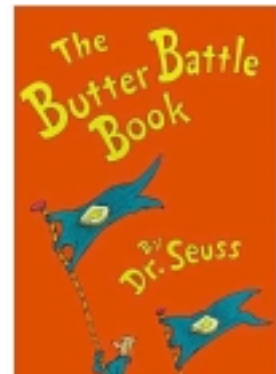
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We Together Part Two: Aspects of Diversity (Patch Available)

Requirements:

Complete We Together Part One

Complete six activities, with at least one activity from each topic.

Topics for Part Two: Celebrating Differences, Celebrating Similarities, Celebrating Unity

Celebrating Differences

Activities

“Me” Bag

Family History

The First Day of School

Group Guest



Activity Choice #1: “Me” Bag

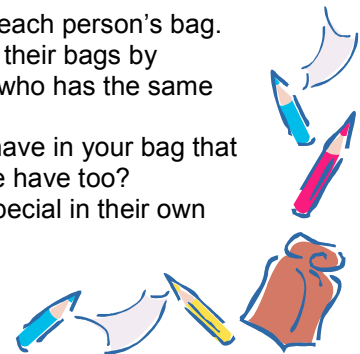


Objective: To provide an activity that will help girls think about themselves and the way that they each are unique.

Materials needed: A brown grocery bag. Decorating supplies.

What to do:

1. Each girl should decorate and fill up a bag that will contain things that are important to her and things that say something about who she is.
2. Have girls make a list of everything found in their bags.
3. In small groups, and one person at a time, look at what is in each person’s bag.
4. Girls can compare what other members of the group have in their bags by putting a check mark on their list when they see another girl who has the same item.
5. Girls: Did everyone have all the same items? What do you have in your bag that no one else has? What things do you have that other people have too?
6. Discuss how “Me” Bags show that everyone is unique and special in their own way.



Activity Choice #2: Family History



Objective: To help girls explore their unique family backgrounds.



What to do:

1. Girls: You are going to practice being a reporter. Choose a family member that you would like to interview. An older relative, like a grandparent or great aunt or uncle, might be familiar with the most details of your family history, but it is alright to talk with your mother or father too.
2. Interview the family member about your family history. How long has your family been in the United States? From what countries did your family originate? What holidays are special to your family? What are important family traditions?
3. Present your findings to your group in the style of a news report, a newspaper article, or a collage.
4. Discuss how everyone’s reports demonstrate that everyone’s family is unique and that differences exist between all people.

Celebrating Differences

Continued

Activity Choice #3: The First Day of School

Objective: To challenge girls to think about an experience that they have all had and how they felt about it.

Materials needed: Copies of the questions for each girl.

What to do:

1. Read the following paragraph:
Everyone who is in school had a “first day” at school. Think back to your first day. It might be the first day of kindergarten or maybe it is third grade that you remember best. Maybe you moved or changed schools in the middle of the year and had a “first day” at a new school. Choose the most memorable, most important, or most influential of these “first days” and answer the listed questions.
2. Print questions as a worksheet for the girls to complete, read questions out loud for girls to answer on blank sheet of paper, or ask questions out loud and have girls go around the room answering the questions out loud.
3. Questions:
 - Which first day are you thinking about?
 - How did you get to school that day?
 - Close your eyes for a minute and try to picture your classroom. Can you describe what it looked like? Can you remember where you sat?
 - Describe what you wore. How were the other kids who sat near you?
 - Was there anything that made you scared on the first day? Describe what it was.
 - Was there anything that made you feel excited or happy? Describe it.
 - What do you remember about your teacher?
 - Do you remember if you wanted to go back to school after that day? Why did you feel that way?
4. Girls: Share your answers with the group.
5. Talk about the results. Even though everyone had a “first day,” each person felt different about it. Even though people do many of the same kinds of things, experiences can be very different. An experience is what happens to someone, and how they feel about what happens to them.



Activity Choice #4: Group Guest

Objective: To gain unique insight on a person who is from a differing background

What to do: Invite a guest to a group meeting to share about their background and life. This person should be different than the girls in your group in some way. Differences can be from religion, race, or nationality.

Celebrating Similarities

Activities
Planet Earth
Humanity
Proverbs



PLANET EARTH

Activity Choice #1: Planet Earth

Objective: To challenge girls to think about similarities of all people of the Earth

Materials needed: Copies of the questions for each girl.

What to do:

1. Girls: Imagine that you are a field reporter for a planet in a far away galaxy. Your current assignment is to visit a planet known to its inhabitants as "Earth." Answer the following questions in your report.
 - a. What are the common characteristics of the inhabitants of this planet?
 - b. What activities do they enjoy?
 - c. What are their beliefs and what things are important to them?
 - d. What do they need in order to survive?
 - e. How do the inhabitants of this planet treat each other and how do they treat their planet?
2. Share your reports as a group. This can be in the form of news report, a newspaper article, or a collage.
3. Discuss the similarities of all people all over the Earth, despite the differences in language, customs, tastes, and religion.

Activity Choice #2: Humanity

Objective: To inspire girls to think about the things that make us human, understanding that all humans have similar needs.

Materials needed: Copies of the word puzzle.

What to do:

1. Complete the word puzzle on this page. There are twelve words in the puzzle that represent things that all humans need for healthy lives.
2. Have each girl come up with ten items that she feels all humans need to live and have them make their own word puzzle.
3. Have girls trade puzzles with another girl in the group.
4. Discuss the words that all the girls chose. Emphasize that even though every person is different, there are things that make us all the same.

E	M	O	H	S	L	O	O	T	S
A	D	S	D	N	E	I	R	H	E
K	M	U	H	G	H	O	E	S	L
A	E	V	C	E	R	L	H	F	B
E	D	D	S	A	T	E	U	R	A
Y	I	O	O	E	T	T	T	U	T
C	C	C	R	E	H	I	E	I	E
R	I	T	R	T	F	L	O	T	G
E	N	O	M	B	R	O	T	N	E
T	E	R	V	S	U	N	O	B	V
A	A	S	A	R	I	R	C	D	L
W	L	A	U	G	H	T	E	R	W

WORD BANK: water, food, shelter, medicine, sun, vegetables, fruit, warmth, education, home, doctors, laughter, tools

Celebrating Similarities

Continued

Activity Choice #3: Proverbs

Objective: Girls will discover that people from different backgrounds still hold similar values.

Materials needed: a set of note cards to make "Proverb Cards"

What to do:

1. The proverbs are written as pairs, with one originating from the United states and the other from another country. Write proverbs on index cards. Make sure to write each proverb in a pair on separate index cards and make sure that both proverbs are used.
2. Select the number of cards needed for your group. Make sure that the cards selected have a match. If there is an uneven number of girls, the leader must participate as well.
3. Mix up the cards and pass out one index card per girl, making sure that each part of a pair is given out.
4. After the cards have been distributed, have girls try to find their matching proverb.
5. After girls have found each other, they should stand together. One girl should have a proverb from the United states and the other should have a proverb from another country.
6. Once all pairs have been found, have each pair read their proverbs out loud.
7. Discuss how despite the differences between countries, that people are very similar in their thoughts and values.

Proverbs:

He makes a wine cellar from one raisin. (Lebanon)	If you climb up a tree, you must climb down that same tree. (Ghana)	Two captains sink the ship. (Japan)
He makes a mountain out of a molehill. (United States)	What goes up, must come down. (United states)	Too many cooks spoil the soup. (United States)
Even a tiger will appear if you talk about him. (Korea)	From the rain into the gutter. (Germany)	By trying often, the monkey learns to jump from the tree. (Zaire)
Speak of the devil and he will appear. (United states)	From the frying pan into the fire. (United States)	Practice makes perfect. (United States)
You can force a man to shut his eyes, but you can't make him sleep. (Denmark)	My house burned down, but it was a relief the bedbugs died. (Korea)	A person that arrives early to the spring never gets dirty drinking water. (Zaire)
You can lead a horse to water, but you can't make him drink. (United states)	Every cloud has a silver lining. (united states)	The early bird get the worm. (United States)
A little in your own pocket is better than much in another's purse. (Spain)	He who is not in sight, is not in the heart. (Tanzania)	I will not cry over a mishap and injure my eyes. (Tanzania)
One bird in the hand is better than two in the bush. (United States)	Out of sight, out of mind. (United states)	It is no use to cry over spilt milk. (United States)
		As you cooked the porridge, so must you eat it. (Russia)
		You reap what you sow. (United States)

**Activity Adapted from Penn State resource "Diversity Activities"*
<http://pubs.cas.psu.edu/Freepubs/pdfs/ui335.pdf>

Celebrating Unity

Activities

- American Unity
- Field Trip
- Handprint Wreath
- World of Tastes

Activity Choice #1: American Unity

Objective: To have girls think about what binds people in this country together as Americans. Even though everyone is different, citizens of this country are all still Americans

What to do:

1. As a group take 25 minutes to use the words in the word bank to write a story, play, or poem that expresses the unity of belonging to this country.



American
Community
Friendship
Country
Together
Similarities

Nation
Unity
Same
Culture
People
Sharing

Culture
Ideals
Life
Family
Harmony
Humankind

Activity Choice #2: Field Trip

Objective: To discover that the community celebrates the unity of people all year long.

What to do: Participate in an activity or event that celebrates the unity of people. Suggestions for this activity include: Thinking day, Thanksgiving, July 4th. Many communities have cultural festivals or celebrations through out the year that celebrate the unity of people.

Extra:

Learn the words to "It's A Small World" and then teach the song to others:

It's a world of laughter,
It's a world of tears,
It's a world of hopes,
And a world of fears,

There's so much that we share,
It's time we're aware,
It's a small world after all.

It's a small world after all (X3),
It's a small, small world.

Celebrating Unity

Continued

Activity Choice #3: Handprint wreath

Objective: Girls will express their opinions and ideas about unity through their creativity.

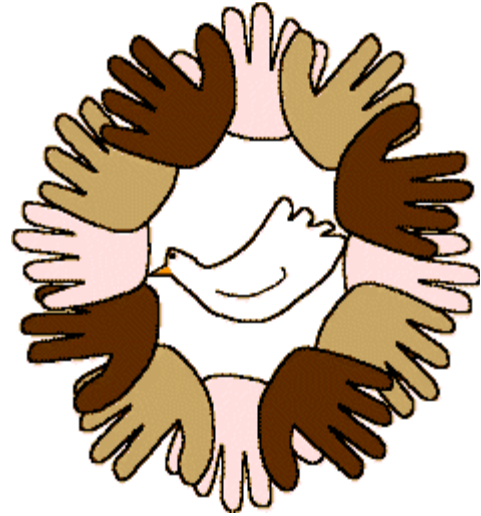
Materials needed: large piece of paper, or cloth; paint; construction paper; scissors; markers; glue; general craft materials for a collage or banner

What to do:

1. Make a banner or mural for your meeting space that represents the group's ideas about unity. Include a "Unity Handprint Wreath" on the banner.

To Make the "Unity Handprint Wreath:"

1. Have girls mix paint in various skin-tone colors. If you have brown, yellow, red and white you can mix your own colors. Try these combinations:
 - small amount of red + small amount of yellow
 - yellow + white
 - brown + white
 - yellow + small amount of brown
2. Make between 9 and 12 handprints in various skin tone colors by dipping hand in paint and stamping it on the paper.
3. DOVE: Trace a hand with the thumb extended and 4 fingers close together onto the center of a piece of white paper.
4. Glue on a beak from orange construction paper or draw one on with orange marker.
5. Draw on a wing and an eye with black pencil crayon or marker
6. Cut out the skin tone handprints and glue them together in a circle to form a wreath.
7. Glue the dove onto the back of the wreath (so the wreath acts like a picture frame). Trim the edges of the paper the dove is on as necessary



Activity Choice #4: World of Taste

Objective: To demonstrate to girls that all people join together for events and holidays that revolve around food. Even though foods are different all over the world, all people enjoy getting together in unity with their family, friends, or community for a banquet of their favorite food.

What to do: Have each girl or family prepare a dish from different parts of the world. Invite the families of the group members to gather together and celebrate the unity of people.





We Together Part Three: Issues of a Diverse People (Patch Available)

Requirements:

Complete We Together Part One and Two

Complete six activities, with at least one activity from each topic.

Topics for Part Three: Prejudice, Stereotyping, Discrimination, Breaking Barriers

Prejudice

Activities

Definition

Experience of Others

Role Play

Activity Choice #1: Definition

Objective: Girls will learn what the word prejudice means and will conceptualize how that meaning applies to daily situations.

Materials needed: construction paper, stickers, tape

What to do:

1. Have each girl bring in a definition of prejudice found from a dictionary.
2. Have girls write these definitions in a large font on construction paper.
3. Post the definitions on the wall in the room.
4. Give each girl three stickers.
5. Have girls place a sticker by what they think is the best definition or part of a definition for prejudice.
6. Have the girls use their remaining two stickers for voting on their second and third choice for good definitions.
7. Use the voting to identify the three most important aspects of the word prejudice for your group.
8. These three aspects will make up the definition of prejudice that your group will use to complete the activities found in "We Together: Part 3"
9. Now, have girls apply their definition to the following situation. Ask girls which of these stories illustrate prejudging and which one illustrates dislike.



Story 1

Tom: I don't like Ellen!

Jim: Why?

Tom: She gets angry and orders people around when we won't play a game the way she wants to. Yesterday, she called Jay a big fat pig because he wanted different rules.

Jim: Oh, she doesn't mean anything, she's just kidding around.

Tom: I don't care. I still don't want to hang out with her.

Story 2

Karen: Carol, do you want to go to the movies with Susan?

Carol: No, I don't like her.

Karen: Why not?

Carol: I just don't

Karen: Come on, Carol, why don't you want to play with her?

Carol: Well, I heard she hangs around those Bloom kids. You know what they are like.

Activity Choice #2: Experience of Others

Objective: Girls will learn from the experience of others

What to do:

As individuals or as a group, write a short story, newspaper article, poem, a song, or a report about an individual who overcame obstacles of prejudice to accomplish something worthwhile. This could be a great political leader, a teacher, or even a family member.

Prejudice

Continued

Activity Choice #3: Role Play

Objective: Girls will learn about prejudices that occur on a daily basis and will be challenged to think about how to change the situation.

Materials needed: materials to make puppets (suggestions: paper bags, popsicle sticks, cloth, construction paper)

What to do:

1. Have the girls make self-portrait puppets.
2. Use these puppets to role play prejudice situations.
3. For each role play have two versions, one where the prejudice occurs and one where the prejudice is stopped.

Situations:

- Making fun of someone's weight.
- Not playing with someone because he or she can't run fast.
- Teasing people because they speak a different language.
- Calling people names because of skin color.
- Ignoring someone because he or she is in a wheelchair.
- Not letting a girl play soccer because she's a girl.
- Not letting a boy take dance lessons because he is a boy.
- Calling someone a baby just for being younger than you.
- Making fun of someone's grades in school.
- Being extra nice to the girl with a brand new outfit.
- Wanting the present in the shinier wrapping paper.
- Not eating food because it is green.
- Refusing to listen to a type of music, because one of your friends doesn't like it.



Extra: Questions to help shape discussions

1. Are all of us here exactly the same? In what ways are we different? In what ways are we alike?
2. Are differences bad? Why or why not?
3. Is it okay to judge people before you get to know them? Why or why not?
4. Is it okay to judge people based on a characteristic or based on their differences from you? Why or why not?
5. How is prejudice different from not liking someone?
6. How many different forms of prejudice can you think of?
7. Have you ever experienced prejudice? In what way? How did it make you feel?
8. How do prejudiced people treat others?
9. How do people become prejudice? Where do they learn prejudice?
10. What would you do if someone acted prejudiced toward you?
11. What would you do if a friend of yours acted prejudiced toward someone else?
12. What is the most important message you have learned about prejudice attitudes?



Stereotyping

Activities

Pictures in Our Head
Images of Stereotypes
Choose your neighbor

Activity Choice #1: Pictures in Our Head

Objective: To help girls understand the concept of stereotyping.

Materials needed: paper and pencil

What to do:

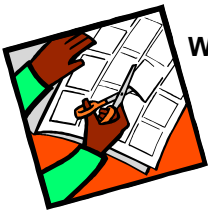
1. Have girls close their eyes and picture in their minds a Native American, and Asian American, an African American, a Hispanic American, and a European American.
2. Ask girls to imagine how each person is dressed, who they are with, what they are doing, and where they are. Have them draw or describe the images in their head on paper.
3. Ask girls to share. Why did they picture the people the way they did? Do all people in that cultural group look or act like the picture in their head? What does stereotype mean? What happens when you stereotype? How are individuals who are stereotyped hurt by it? How is stereotyping different from prejudice?



Activity Choice #2: Images of Stereotypes

Objective: To teach students what stereotypes are and make them aware of stereotypes in popular culture.

Materials Needed: 5-10 images that depict stereotypes. Images can be taken from book illustrations, cartoons, greeting cards, lunch boxes, magazines, or newspapers. You might also try video clips from movies or television shows.



What to do:

1. Illustrate through picture examples of how groups of people are presented in unfair ways that either distort how they look (e.g., yellow Chinese people) or make everyone in the group look the same (e.g., Native Americans wearing feathers). When showing each stereotypic image, hold up an accurate image at the same time so that students can see the difference.
2. Ask students to point out what's wrong with the stereotype.
3. Challenge students to find one or more stereotypes on their own. Have girls bring their own example of a stereotype to your next meeting.
4. At your next meeting, girls should share their findings and use these questions for the discussion around their stereotypical images:
 - What is the stereotype you found?
 - What group of people is being stereotyped?
 - Why is the stereotypic image unfair?
 - How would the image make the group feel, and why?

Adapted from: Derman-Sparks, L. (1989). *Anti-Bias Curriculum: Tools for Empowering Young Children*. Washington, DC: National Association for the Education of Young Children.

Stereotyping

Continued

Activity Choice #3: Choose your Neighbor

Objective: To demonstrate that stereotypes will most likely lead you to make incorrect decisions about people and about life.



Materials Needed:

Prepared signs with the following titles:

- Punk Rock Band
- Gypsies
- High School Algebra Teacher
- Single Mother with 3 kids
- Famous Author and Artist Wife
- Bi-racial couple
- Brain Surgeon with Pediatrician Wife

What to do:

1. Post the prepared signs around the room.
2. Ask participants to stand by the people they would like to have as neighbors.
3. Ask groups to discuss why they want these neighbors. Each group then explains their reasons to entire group.
4. Ask participants that did not chose those neighbors, why not?
5. Now, provide the following background of the neighbors:
 - Punk rock band is a brother and sister, they never rehearse at home. They work with the band to earn enough money to care for their ailing mother.
 - The Gypsies are immigrants that own a small chain of bakeries and never travel.
 - High School algebra teacher is a young single man just out of college.
 - Single mother with 3 kids, she is a widow and her kids are all teenagers.
 - Famous author with artist wife, he has AIDS and she sells her paintings to support him. They live like hermits in order to keep the AIDS a secret.
 - Bi-racial couple, the man is Chinese and the woman is black. He owns his own company and they are pretty well set with the money he makes at the company.
 - Brain surgeon with Pediatrician wife, he is an alcoholic and a bad husband. She has had to cut her practice because of the abuse she takes.
6. Ask how stereotyping can affect our perception of others. What happens when you make an assumption?



Discrimination

Activities It's Not Fair Teaching History

Activity Choice #1: It's Not Fair

Objective: Girls will learn that discrimination is an unfair way of making decisions. Girls will also gain an understanding of what it feels like to be treated unfairly.

Materials needed: materials to make puppets (suggestions: paper bags, popsicle sticks, cloth, construction paper)

What to do:

1. Play a sorting game. Have the girls group themselves according to one of these categories: Hair color, Skin color, Eye color, Height (tallest and shortest according to a selected measurement), Month of Birthday, Birth places (all those born in the same state or city), Clothes (certain colors or styles), Likes or Dislikes (such as colors, foods, music, etc.).
2. With each category, describe a situation that demonstrates an unfair situation. For examples, "What if today I only invited the girls with brown hair out to the movies. Is that fair?" or "What if today, only the two oldest girls could have lunch. Is that fair?"
3. Now, pick a category that divides the group into half. If this is too difficult, try using arm bands or stickers to identify the group.
4. Tell the girls that for the remainder of the meeting one of the groups must sit in the back and go last for all activities or snacks.
5. Continue your other meeting activities with this rule in place.
6. At the end of your meeting discuss how discrimination is not being fair to others

Activity Choice #2: Teaching History

Objective: Girls will learn about how discrimination has affected people through history

What to do:

1. Have girls research a time in history when people were discriminated for any reason.
2. Girls should gather information individually and report their findings to the group.
3. As a group, put together a presentation of all of the information gathered by the girls describing instances in history that people experienced discrimination.
OR: Write a play about a time in history when people were discriminated against.
4. Find pictures or create visuals (collages, posters, etc.) to accompany the presentation or play.
5. Present the presentation, or perform the play to another troop or group.
6. Invite girls from the other group to share their experiences or thoughts about discrimination.



Breaking Barriers

Activities

Reverse Musical Chairs

Field Trip

Meeting New People

Activity Choice #1: Reverse Musical Chairs

Objective: To show girls how they can turn exclusive situations into inclusive situations.

What to do:

1. Begin with a classic game of "Musical Chairs": Place chairs in a circle with one fewer chair than there are students.
2. Play music and have the children walk around the chairs.
3. Tell students that when the music stops, they should quickly find a seat.
4. When one person has nowhere to sit, challenge the group to find a way for everyone to have a seat. Children can sit on each other's laps, stand on the rungs connecting chair legs, or squeeze next to someone else on the same seat.
5. Continue with a few successive rounds in which an additional chair is removed each time. Every time the group accommodates someone who would normally be excluded in a traditional game of Musical Chairs, compliment the students on their creativity. With each new round, the students will have more contact with each other and will be challenged to work even harder to find ways to be inclusive.

Activity Choice #2: Field Trip

Objective: To discover and learn about a group, organization, or community that girls would normally not visit.

What to do: Take a trip to a place that you would normally not visit. People often do not visit places where the people are very different from themselves. Ideas include: a nursing home, a center for the disabled, a religious meeting place other than your own, a different school, a community center in another part of town, a center for refugees, or cultural community center.

Activity Choice #2: Meeting new people

Objective: To challenge girls to break from their comfort group and meet new people

What to do:

1. Have girls select a person they do not know very well. This could be someone at school, in the neighborhood, or in another Girl Scout Troop.
2. Girls: Make an effort to try to get to know him or her. Learn about his or her culture or background. Try to find ways in which you may be alike.
3. An idea for this activity is to identify another troop or group to pair up with for girls to meet new Girl Scouts.





Girl Scouts of Central Maryland
WE TOGETHER
Report Form

Please complete and return to: Girl Scouts of Central Maryland, 4806 Seton Drive, Baltimore, MD 21215, Attention: Program

Date: _____

Troop/Groups: No. _____ Service Unit No. _____

Leader's/Advisor's Name: _____ Telephone No. _____

Street Address: _____

City: _____ Zip: _____ Email Address: _____

Number of Girls Participating in this patch packet: _____

Individuals: Name: _____ Telephone No. _____

Street Address: _____

City: _____ Zip: _____ Email Address: _____

Age level (check): Brownies Juniors Cadettes Seniors STUDIO 2B

Patches:

Patches are available at the council store.

Please contact store for prices and information: 410-358-9711

We would like to hear from you!

What did you like the most about this patch packet?

What did you like the least about this patch packet?

What would you change about this patch packet?

Do you have any comments/suggestions?